

<b>Project Citizen Components</b>	<b>New Hampshire State Curriculum Frameworks</b>	<b>Essential Skills For Social Studies</b>	<b>Description</b>
<p><b>Step One: Identifying Public Policy problems in your Community</b></p> <p>The class will generate a list of community problems for possible study, based on news articles, interviews and discussion. The class will evaluate each issue and choose one for the focus of the class project. Having chosen an issue, the class will research the problem looking for facts, charts, and further evidence that this is an important issue that needs to be addressed. Part of this research includes finding out exactly what rules, laws, or government funding currently exists relative to that topic</p>	<p><b>SS:CV:1:The Nature and Purpose of Government:</b> Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p><b>SS:CV:1.1:</b> Apply the ideals and principles of the American system of government to historic and contemporary examples. .</p> <p><b>SS:CV:2 Structure and Function of United States and New Hampshire Government</b></p> <p><b>SS:CV:8:2.2</b> Compare and contrast the structure and major responsibilities and services of government at the local and state levels.</p> <p><b>SS:CV:4: Rights and Responsibilities</b> Students will demonstrate an understanding of the rights and responsibilities of citizenship, and apply their knowledge of local, state, and national government through the political process and citizen involvement.</p>	<p><b>Skill 2.1: Acquiring Information</b> <b>A.</b> Students will be able to comprehend the wide range of social studies related materials by using skills</p> <p><b>Skill 2.2 Organizing and Communicating Information</b></p> <p><b>G. Students will be able to interpret information</b></p> <p><b>I :</b> Students will be able to make informed decisions: 1. Secure needed factual information relevant to making the decision, 4. Justify interpretation by citing evidence</p> <p><b>Skill2.3 Real World Application of Social Studies</b></p> <p><b>K</b> Students will develop civic participation skills: 1. Keep informed on issues that affect society</p> <p>2. Identify situations in which civic action is required</p>	<p><b>Description:</b></p> <p>In Step One of Project Citizen, students consider possible community problems for study, identify which level of government, local, state or national, would be responsible for addressing that issue, and make a group decision about which problem the class will address.</p> <p>This includes research, evaluation of sources, weighing the scope and intensity of various community issues, and establishing the idea of civic responsibility for in the problem solving process. .</p>

<p><b>Step Two: Alternative Solutions to the Problem</b>  In the second step of Project Citizen, students will gather information on many possible ways to address the problem that the class is studying. The articles, interviews, or websites reviewed for part two should describe how other communities have addressed similar issues, or should debate the pros and cons of possible solutions that could be considered. Funding issues, as well as competing interests from different segments of the community need to be addressed. Articles from opposing viewpoints will be compared. Charts, graphs, maps, and opinion polls will be interpreted through the comparison of possible solutions.</p>	<p><b>SS:CV:4:Rights and Responsibilities</b>  <b>Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</b></p> <p><b>SS:CV:8.4.1</b> Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g. problem solving, public engagement or voting.</p> <p><b>SS:GE:6.5.4</b> Assess why people have different viewpoints regarding resource use, e.g. water rationing or recycling.</p>	<p><b>Skill One: Acquiring Information</b>  <b>A: Students will be able to find social studies related information:</b></p> <ol style="list-style-type: none"> <li>1. Use economic and geographic data, historical sources, as well as other appropriate sources</li> <li>2. Discriminate to select the most worthwhile and trustworthy sources.</li> <li>3. Draw on the diversity of social studies related sources, such as auditory and visual sources, documents and charts...</li> </ol> <p><b>B : Students will be able to comprehend the wide range of social studies related materials by using skills:</b></p> <ol style="list-style-type: none"> <li>3. Distinguish between facts, interpretations and opinions</li> <li>4. Recognize author bias: recognize propaganda</li> <li>5. Test the validity of data by using such criteria as source, objectivity, technical correctness, currency.</li> <li>8. Cite sources, particularly from the internet accurately and completely.</li> </ol>	<p><b>Description:</b>  In Step Two of Project Citizen, students will research possible solutions for the problem from a wide variety of sources. Students must weigh pros and cons for the solutions, which often raises questions of competing interests, scarcity, and material wants and needs. Depending on the problem, environmental issues, and particular governmental agencies are often explored. All materials must be evaluated for authenticity and properly cited for the final project. Students often conduct surveys or opinion polls as part of their evaluation of the alternatives.</p>
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<p><b>Step Three: Our Solution</b>  Step 3 of Project Citizen asks students to formulate their own solution to the problem. Using the results of their research, and weighing the potential costs and benefits of each alternative solution, students may blend alternatives in to a new response, choose one of the alternatives as the best, or create their own unique solution based on the evidence and available resources. The class or group must reach a consensus, as opposed to a simple majority vote, to complete the decision making process. The class solution must be a public policy solution.</p>	<p><b>SS;CV:1 The Nature and Purpose of Government:</b>  SS:CV:6:1.3 Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state or federal level</p> <p><b>SS:CV:8.2.2 Structure and Function of United States and New Hampshire Government</b></p> <p><b>SS:CV:8:2</b> Compare and contrast the structure and major responsibilities and services of government at the local and state levels as set forth in the NH Constitution and the US Constitution.</p>	<p><b>Skill 2.2 Organizing and Communicating Information</b>  <b>F: Students will be able to clarify information</b></p> <ol style="list-style-type: none"> <li>1. Group data in categories according to appropriate criteria.</li> <li>2. Place data in tabular form: charts, graphs, and illustrations</li> </ol> <p><b>G:</b> Students will be able to interpret information</p> <ol style="list-style-type: none"> <li>2. Recognize that more than one reasoned interpretation of factual material is valid.</li> <li>3. Form opinion based on critical examination of relevant information</li> </ol> <p><b>I:</b> Students will make informed decisions:</p> <p><b>K:</b>Students will develop civic participation skills:</p> <ol style="list-style-type: none"> <li>1. Identify situations where civic action is required.</li> <li>3. Work individually or with others to decide on an appropriate course of action.</li> </ol>	<p><b>Description:</b>  Step Three of Project Citizen focuses on the need to reach a consensus within the group on the best solution to the problem. This requires critical analysis of the information gathered, and considering economic, political, and personal values for decision making. The lesson emphasizes the need for reaching a consensus in the decision making process, and contrasts that with a simple majority rule. Critical thinking skills are emphasized here, along with evaluating the appropriate level of government involvement in solving a particular community problem.</p>
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<p><b>Step Four: Developing an Action Plan</b></p> <p>In Step four, students must consider possible steps that have to be taken to implement the solution that their class has developed. These steps include publicizing the issue, addressing the appropriate governmental agency or law making body, writing letters, or creating brochures, or holding meetings for the purpose of developing support from the community. The process of creating an actual law or public policy decision by the appropriate governmental agency is central.</p>	<p><b>1 The Nature and Purpose of Government:</b></p> <p><b>SS:CV:6.1:</b> Apply the ideals and principles of the American system of government to historic and contemporary examples</p> <p><b>SS:CV:8.1</b> Explain why limiting the power of the government is essential for the protection of individual rights.</p> <p><b>SS:CV: Structure and Function of the US Government</b></p> <p><b>SS:CV:8.4</b> Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels.</p>	<p><b>Skill 2.2 Organizing and Communicating Information</b></p> <p><b>H:</b></p> <p><b>Students will be able to present information in a variety of ways:</b></p> <ol style="list-style-type: none"> <li>1. Present visually (chart, graph, and diagram.)</li> <li>2. Present orally ( presentation, debate, discussion)</li> <li>3. Present in writing (research essays, abstracts, letters...)</li> </ol> <p><b>Skill 2.3 Real World Application of Social Studies</b></p> <p><b>J: Students will develop personal skills:</b></p> <ol style="list-style-type: none"> <li>1. Communicate and defend one’s own beliefs</li> <li>2. Accept and fulfill responsibilities associated with citizenship in a free society.</li> </ol>	<p><b>Description:</b></p> <p>In the final step of the project, students develop an action plan designed to outline concrete steps necessary to creating the public policy the class has developed. These steps may include holding public information sessions, writing letters to elected officials, creating pamphlets to inform the public and develop community support for the plan, or making a presentation to a government agency. Each panel of the project includes an essay describing the main points of that section of the research, but the 4<sup>th</sup> panel also requires a Constitutional Opinion form and essay, which asks students to consider whether or not their solution violates anyone’s constitutional rights.</p>
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